



**GRAMMAR AND BASIC
VOCABULARY .
IN
OCEANIC
AUSTRONESIAN:
A STANDARD ELICITATION SCHEDULE**

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GRAMMAR AND BASIC VOCABULARY
IN OCEANIC AUSTRONESIAN LANGUAGES:
A STANDARD ELICITATION SCHEDULE

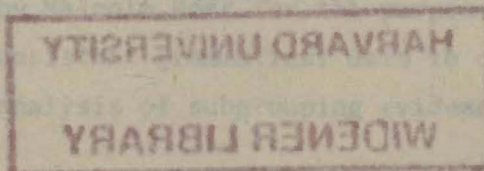
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Ukarumpa

Papua New Guinea

1980

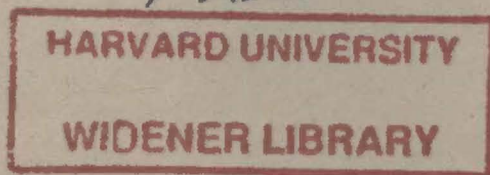


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PREFACE

The elicitation materials contained in this booklet are presented in the interests of attempting to rapidly improve the comparability and quality of data used in the study of Oceanic Austronesian languages from a comparative perspective. While there is no desire to put the present instrument forward as a straight-jacket, it is my belief that in the last century of research into the languages of Melanesia progress has been slowed considerably by the fact that each researcher, and there have been all too few of them, has done "what was right in his own eyes". Consequently today the data available is diverse in quality, quantity, and emphases concerning what is elicited and what is left untouched. Additionally, the New Guinea area is becoming increasingly accessible in an era of independence, enhanced communication, and the training of national linguists. New and interested field workers are coming on the scene who could contribute much if given some guidelines by those who have gone before them.

The present materials fall into three parts: grammar, wordlist, and standard grammar outline. The first part was devised in an attempt to improve the quality of comparative data for subgrouping research in New Britain. It consisted of a standard grammar elicitation list and was tested in the Uvol, Bola and Bulu languages. After presenting it at the Linguistic Society of Papua New Guinea Congress in 1979 I was able to add improvements suggested by Bryan Ezard and Malcolm Ross. Ezard tracked down a number of inconsistencies and potential ambiguities, and, adding in some ideas from Ross concerning elicitation in the form of meaningful groups of sentences, he was able to develop a much improved list for his research in Milne Bay languages. The word list materials are those devised by Ezard and subsequently submitted to field testing by him. The standard grammar outline was devised by Malcolm Ross for the purposes of his own research in the interests of adding consistent grammatical data to qualitative phonological and lexical data in the analysis of subgrouping evidence.

I look forward to the day when most if not all of the Austronesian languages of the New Guinea area will be accessible in a standard and readily-referable form, such as the one suggested in this booklet. It is to be hoped that field

workers will not rest content with the elicitation of standard materials, however, but will go on to contribute much on the many facets of languages which can only be studied in depth. I hope also that the present materials for elicitation will assist in the training and preparation of other field workers. In the meanwhile, the provisional nature of the materials presented herein should be stressed, and I invite those whose experience is more extended or anyone indeed with a good idea to share, to contact me and thus help to develop the present elicitation materials further.

Elicitation is a tool to be used with care by experienced linguists. It is not an end in itself, but should be used as a source of stimulation from which various lines of attack on any one language can be developed. Analysis of a corpus of texts has its place as indeed do methods of experimental syntax and phonology, instrumental analysis and the not-to-be-overlooked 'intuitive' research feel of the experienced field worker. Intuition of the citizen-speaker and informant who is indispensable to the whole of the process of language research in the field cannot be overlooked either. All that aside, I still believe that an elicitation list for the purposes mentioned has a definite positive contribution to make. You are invited then to use the following pages with interest, creativity, and in a spirit of critical involvement in a wider task too large for any one researcher.

Ray Johnston,
Ukarumpa

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BACKGROUND DETAILS

Linguist _____

Language _____ Village _____ Date _____

Source: Name _____ Sex _____ Age _____

Parents' Language: Mother _____ Father _____

Educational level _____ Years out of village _____

No. of years in village _____

Discuss the following sociolinguistic points and write down the main ideas:-

Extent of Language _____

Dialects of Language _____

Difference between men's and women's speech _____

Difference between speech of young and old people _____

Trading relationships in modern and traditional times _____

Language taboos still operating or used in recent past, such as name taboos, or
tabooing of syllables in names of deceased relatives _____

Language change, interest in vernacular and literacy, other intrusive languages,
bilingualism _____

BACKGROUND DETAILS

No. of years in village _____
 Educational level _____
 Languages, languages: Mother _____
 Source: Name _____
 Village _____
 Linguist _____

Discuss the following sociolinguistic points and write down the main ideas:-

Extent of language _____
 Dialects of language _____
 Difference between men's and women's speech _____
 Difference between speech of young and old people _____
 Trading relationships in modern and traditional times _____
 Language contact still operating or not in recent past, such as name changes, or
 taboos or switches in names of deceased relatives _____
 Language change, interest in vernacular and literary, other intrusive languages _____
 Difficulties _____

I. GRAMMAR ELICITATION LIST

1.1 PRONOUNS

	Verbal Affixes			POSSESSION				
	Subj.	Object	Freeform	Common nouns	kin terms	body parts	food	drink
e.g.	'to go'	'to see'	'It is I'	'house' 'pig'	'child' 'father'	'hand'	'taro'	'water'
1 Sing.								
2 Sing.								
3 Sing.								
1 inc.								
1 exc.								
2 Plur.								
3 Plur.								

There may be dual and trial forms of the non-singular pronouns. If time is available list hereunder.

Translate the following sentences into vernacular. These are meant to elicit the marking of semantic roles as indicated in the language by _____

(a) word order _____
 (b) case endings _____
 (c) pronouns and possessives _____

Syntactic Versus Class-related Possession

my coconut (for copra) _____

my coconut (for eating) _____

my flesh (on my body) _____

my flesh (for eating) _____

my book (which I wrote) _____

my book (which I own) _____

1.2 PLURAL FORMS

my mother _____ our (inc.) father _____

my mothers _____ our (inc.) fathers _____

your (sing.) child _____ our (exc.) uncle _____
 (mother's brother)

your (sing.) children _____ our (exc.) uncles _____

his friend _____ your (plur.) brother _____
 (older)

his friends _____ your (plur.) brothers _____

their sister _____

their sisters _____

man (address) _____ woman (address) _____

men _____ women _____

male _____ female _____

males _____ females _____

branch _____ leaf _____

branches _____ leaves _____

6

Translate the following sentences into vernacular. These are meant to elicit the marking of semantic roles as indicated in the language by -

- (a) word order,
- (b) case endings,
- (c) preposition and postpositions.

1. John gave betelnut to Peter.
Jon i givim buai long Pita.
-

2. John gave betelnut (to Peter) for the children.
Jon i givim buai long Pita bilong givim long ol pikinini.
-

3. As for Peter, John gave betelnut to him.
Pita ya, Jon i givim buai long em.
-

4. John brought betelnut to Peter.
Jon i kisim buai i go long Pita./Jon i bringim buai long Pita.
-

5. Peter got the betelnut from John.
Pita i kisim buai long Jon.
-

6. John cut a tree with an axe.
John i katim diwai long akis.
-

7. Peter is sick with a cold.
Pita em i sik long kus.
-

Translate the following sentences into German. These are meant to elicit the marking of semantic roles as indicated in the language by

- (a) word order,
- (b) case endings,
- (c) preposition and postpositions.

1. John gave beer to Peter.
John 1 gives beer long Peter

2. John gave beer to Peter for the children.
John 1 gives beer long Peter 2 giving gives long 2 plural

3. As for Peter, John gave beer to him.
Peter 2 John 1 gives beer long 2

4. John brought beer to Peter.
John 1 bring beer 1 to long Peter 2 bring 2

5. Peter got the beer from John.
Peter 1 kiss beer long John

6. John cut a tree with an axe.
John 1 Peter 2 cut tree long 2

7. Peter is sick with a cold.
Peter 2 1 sick long 2

8. My house was knocked down by the wind.
Haus bilong mi i bagarap long bikwin.
-

9. John boarded the canoe.
Jon i kalap long kanu.
-

10. Peter ran away to the bush.
Pita i ranawe (i go) long bus.
-

11. His mother is staying at home.
Mama bilong em i stap long haus.
-

12. Peter ran towards his father.
Pita i ran i go long Papa.
-

13. Peter is happy.
Pita i amamas.
-

The names John and Peter are unimportant to the meaning of the clauses.
In elicitation in New Britain, Pius and Alois have been used, in Milne Bay,
Sam and Mika. Choose names meaningful to the informant, but be consistent.

1.4 CLAUSE MODALITIES

1. You board your canoe!
Yu kalap long kanu bilong yu!
-

10. Pita bai i kalap long kanu bilong em. / I no long taim Pita bai kalap long kanu bilong em.
-

8. My house was knocked down by the wind.
Haua bilong mi i pakaup long bilwin.

9. John boarded the canoe.
Jon i kaisip long kano.

10. Peter ran away to the bush.
Pita i ranawe (i go) long bus.

11. His mother is staying at home.
Mama bilong en i stay long hau.

12. Peter ran towards his father.
Pita i ran i go long fapa.

13. Peter is happy.
Pita i sanas.

The names John and Peter are unimportant to the meaning of the clauses.
In elicitation in New Britain, Pita and Aloia have been used, in Milne Bay,
Sam and Mira. Choose names meaningful to the informant, but be consistent.

1.4 CLAUSES MODALITIES

1. You board your canoe!
Yu kaisip long kano bilong yu!

2. Whose canoe did John board?
Kanu bilong husat Jon i kalap long en?
John and his brothers have already begun to dance.
-
3. Did Peter board his canoe?
Pita i kalap long kanu bilong em a?
Peter too is dancing.
-
4. Peter did not board his canoe.
Pita i no kalap long kanu bilong em.
Peter always dances.
-
5. Peter might board his canoe.
Ating Pita bai i kalap long kanu bilong em.
Michael has already danced.
-
6. Peter might not board his canoe.
Ating Pita bai i no kalap long kanu bilong em.
Michael wants to dance again.
-
7. Tomorrow Peter will board his canoe.
Tumora bai Pita i kalap long kanu bilong em.
Michael is not singing.
-
8. Yesterday John boarded his canoe.
Asde Jon i kalap long kanu bilong em.
Michael bai i no singing.
-
9. Later Peter will board his canoe.
Bihain bai Pita i kalap long kanu bilong em.
Michael i no talk singing.
-
10. Peter will board his canoe soon.
Pita bai i kalap long kanu bilong em./I no long taim Pita bai kalap long kanu bilong em.
-

1. Whose canoe did John board?
Kann bilong nasar Jon i kaisip long em?

2. Did Peter board his canoe?
Pita i kaisip long kann bilong em?

3. Peter did not board his canoe.
Pita i no kaisip long kann bilong em.

4. Peter might board his canoe.
Ating Pita bai i kaisip long kann bilong em.

5. Peter might not board his canoe.
Ating Pita bai i no kaisip long kann bilong em.

6. Tomorrow Peter will board his canoe.
Tomorow bai Pita i kaisip long kann bilong em.

7. Yesterday John boarded his canoe.
Aede Jon i kaisip long kann bilong em.

8. Later Peter will board his canoe.
Bikain bai Pita i kaisip long kann bilong em.

9. Peter will board his canoe soon.
Pita bai i kaisip long kann bilong em / I no long raba Pita bai kaisip long kann bilong em.

1.5 ASPECT

1. John and his brothers have already begun to dance.
Jon na ol brata bilong em ol i statim singsing pinis.

2. Peter too is dancing.
Pita tu i singsing.

3. Peter always dances well.
Olgeta taim Pita i save singsing gut.

4. Michael has already danced.
Maikel i singsing pinis.

5. Michael wants to dance again.
Maikel i laik singsing gen.

6. Margaret did not dance.
Magret i no singsing.

7. Margaret will not dance.
Magret bai i no singsing.

8. Margaret does not want to dance.
Magret i no laik singsing.

John and his brothers have already begun to dance
John and his brothers have already begun to dance

Peter too is dancing
Peter too is dancing

Peter always dances well.
Oleg's (ain't) I have singing out.

Michael has already danced.
Michael I singing quite.

Michael wants to dance again.
Michael I talk singing out.

Margaret did not dance.
Margaret I no singing.

Margaret will not dance.
Margaret but I no singing.

Margaret does not want to dance.
Margaret I no talk singing.

9. Margaret never wants to dance.
Oltaim, oltaim Magret i no laik singsing.
-

1.6 CAUSATIVE

1. The rain made the garden grow.
Ren i mekim gaden i kamap.
-
2. The medicine made me well again.
Marasin i bin mekim mi kamap orait gen.
-
3. The wind caused the coconut to fall.
Win i mekim kokonas i pundaun.
-

1.7 NOMINALIZATION

Elicit the following verbs and their nominalized forms:

- | | Verb | Noun |
|----|---------------------------------------|---|
| 1. | fight
Ol man i save pait. | fighting
Pait bilong ol i bagarapim gutpela sindaun bilong ol. |
| 2. | shoot
Ol i save sut long banara. | shooting
Sut bilong ol i kranki. |
| 3. | walk
Ol i wokabaut i go long ples. | walking
Dispela wokabaut i no isi, i hat moa. |
-

2. Margaret never wants to dance.
Glasgow, Ottawa Margaret i no laik dancing.

1.6 CAUSATIVE

1. The rain made the garden grow.
Ran i mekin garden i kanyap.

2. The medicine made me well again.
Marasin i pin mekin at kanyap wanti gas.

3. The wind caused the coconut to fall.
Win i mekin kokonas i pandan.

1.7 NOMINALIZATION

Elicit the following verbs and their nominalized forms:

Verb	Noun
1. fight Ol man i save pait.	fighting Pait bilong ol i bogatapim kupaia singam bilong ol

2. shoot Ol i save sut long bannai.	shooting Sut bilong ol i kranit.
--	-------------------------------------

3. walk Ol i wokabaut i go long ples.	walking Wokabaut wokabaut i no lai, i bat mon.
--	---

1.1
Dipeta pter i bagatipia ringting bilong
ol

1.1
Ol and i pter long wazala

REFLEXIVE

1.2

Translate and give interlinear English.

1. I cut myself (accidental).
Anual Mi katin mi yet

2. The men killed himself (intentional).
Em i kila em yet i dal. Em i kila pok em, na em i dal pinis.

RECIPROCAL

1.3

Translate and give interlinear English.

1. Those men help each other in the garden.
Dipeta lein man i save helpin ol brata yet long garden.

2. Long ago, the men would fight each other and eat each other.
Bipo tin ol man em i save fight, na ol i save kila ol man em ha kila.

ACCOMPANIMENT

1.10

1. I went with the man to the bush.
Mi go watawa Dipeta was long bus. Mi go watawa man i go long bus.

2. John went with his father to the bush.
Jon tupela papa i go long bus./Jon i go long bus wantaim papa bilong em.
-

3. Peter and his dog went to the bush.
Pita i go long bus wantaim dok bilong em./Pita na dok bilong em i go long bus.
-

1.11 ABILITATIVE

1. Peter can kill the pig.
Pita em inap long kilim pik.
-

2. John is not able to climb the mountain.
Jon i no inap long go antap long maunten.
-

1.12 LOCATIONAL PHRASES

1. John is under the tree.
Jon i stap aninit long diwai.
-

2. My pig is under the house.
Pik bilong mi i stap aninit long haus.
-

3. Peter is near the river.
Pita i stap klostu long wara.
-

4. My bushknife is in the house.
Busnaip bilong mi i stap insait long haus.
-

John went with his father to the bush.
John wanted to go long but his father said no.

Peter and his dog went to the bush.
Peter said his dog was long but his father said no.

1.11

Peter can kill the pig.
Peter can keep long kill the pig.

John is not able to climb the mountain.
John is not long to climb long mountain.

1.12

John is under the tree.
John is long under long tree.

My pig is under the house.
My pig is long under long house.

Peter is near the river.
Peter is long near long river.

My bush is in the house.
My bush is long in long house.

5. The men are on top of the house.
Ol man i stap antap long haus.
-

6. My pig came to me.
Pik bilong mi i kam long mi.
-

7. My pig went to you.
Pik bilong mi i go long yu.
-

8. John's pig came to me.
Pik bilong Jon i kam long mi.
-

1:13 HEAD-MODIFIER NOUN PHRASE

Translate and give interlinear English.

1. I will eat these two good fish of mine.
Bai mi kaikai dispela tupela gutpela pis bilong mi.
-
-

2. We will go in the man's big canoe.
Bai mipela i go long bikpela kanu bilong dispela man.
-
-

1.14 ADVERBIAL FORMS

1. Mother looked after us very well.
Mama i bin lukautim mipela gutpela tru.
-

2. The men are on top of the house.
 61 man i stop antap long haus.

6. My pig came to me.
 61 pig blong mi i kam long mi.

7. My pig went to you.
 61 pig blong mi i go long you.

8. John's pig came to me.
 61 pig blong John i kam long mi.

1.13 HEAD-NOSTRIL NOSE PHRASE

Translate and give interlinear English.

1. I will eat these two good fish of mine.
 61 mi kaka! dipela kupa! kupa! 61 blong mi.

2. We will go in the man's pig canoe.
 61 mi kaka! i go long dipela kupa! kupa! 61 blong mi.

1.14 ADVERBIAL PHRASE

1. Mother looked after us very well.
 61 mi kaka! i kupa! kupa! 61 blong mi.

2. John understood completely what his teacher said.
Dispela tok bilong tisa Jon i save/harim olgeta.
-
3. Peter is completely mad.
Pita em i longlong olgeta./Pita em i longlong tru.
-
4. Michael travels quickly.
Maikel i save wokabaut kwiktaim.
-
5. John talks a lot.
Jon i save toktok planti.
-
6. Mother walks slowly.
Mama i save wokabaut isi isi.
-
7. John and his brothers danced all night.
Jon na brata bilong em ol i singsing i go inap long tulait.
-

1.15 COMPOUND SENTENCES

1. Peter sat and ate a banana.
Pita i sindaun na kaikai banana.
-
2. Peter ate taro and I ate yam.
Pita i kaikai taro na mi kaikai yam.
-

John understood completely what his teacher said.
 Disabele took billing time for a save/harim of gars.

Peter is completely mad.
 Pitts on a longlong of gars. Pitts on a longlong of gars.

Michael travels quickly.
 Maikel a save without hookstair.

John takes a lot.
 Jon a save without gars.

Mother walks slowly.
 Maam a save without 1st 1st.

John and his brothers danced all night.
 Jon na brata billing on a 1 singing a go long long tulaie.

COMPOUND SENTENCES

Peter sat and ate a banana.
 Pitts a kindam na katali banana.

Peter ate rats and I ate yam.
 Pitts a katali rats na mi katali yam.

3. Peter ate a banana and then went to his house.
Pita i kaikai banana pinis na i go long haus bilong em.
-
4. Peter ate a banana and then you called him.
Pita i kaikai banana pinis na yu singautim em.
-
5. John said that you had come.
Jon i tok(im mi) yu kam pinis.
-
6. Peter asked whether you would come or not.
Pita i askim (mi) bai yu kam o nogat.
-
7. He said to me "Go away!"
Em i tokim mi, "Yu go!"
-
8. If my friend stays I will stay.
Sapos pren bilong mi i stap bai mi stap.
-
9. If my friend goes I will go.
Sapos pren bilong mi i go orait bai mi go.
-
10. If my friend had gone I would have gone.
Sapos pren bilong mi i bin go, orait mi (tu mi) bin go, tasol nogat.
-
11. John came home to eat his food.
Jon i kam long haus bilong kaikaim kaikai bilong em.
-

3 Peter ate a banana and then went to his house.
Pita i kaka banana pita na i no long haus blong em.

4 Peter ate a banana and then you called him.
Pita i kaka banana pita na i no singautim em.

5 John said that you had come.
Jon i tokim mi, yu kam pita.

6 Peter asked whether you would come or not.
Pita i askim mi, bal yu kam o negat.

7 He said to me "Go away."
Em i tokim mi, "Yu go!"

8 If my friend stays I will stay.
Sapos fren blong mi i stap bal mi stap.

9 If my friend goes I will go.
Sapos fren blong mi i go nait bal mi go.

10 If my friend had gone I would have gone.
Sapos fren blong mi i bin go, nait mi (em mi) bin go, casol negat.

11 John came home to eat his food.
Jon i kam long haus blong kakaia kakaia blong em.

12. I saw a woman carrying a basket.
Mi lukim wanpela meri i karim basket.
-

13. I saw the man who hit the dog.
Mi lukim (dispela) man i paitim dok.
-

14. I saw the dog which the man hit.
Mi lukim dok ya, (dispela) man i bin paitim em.
-

15. I saw the stick with which the man hit the dog.
Mi lukim diwai ya, (dispela) man i bin paitim dok long em.
-

1.16 NUMERALS

List the following numerals;

1	_____	2	_____
3	_____	4	_____
5	_____	6	_____
7	_____	8	_____
9	_____	10	_____
11	_____	12	_____
13	_____	14	_____
20	_____	21	_____
100	_____	101	_____
120	_____	121	_____

Distributive numeral

e.g. two by two; two at a time.

13. I saw a woman carrying a basket.
 Mi lukin wangaia neri i katin basket.

12. I saw the man who hit the dog.
 Mi lukin (dispeia) man i patia dog.

14. I saw the dog which the man hit.
 Mi lukin dog ya, (dispeia) man i pin patia dog.

12. I saw the stick with which the man hit the dog.
 Mi lukin stick ya, (dispeia) man i pin patia dog long en.

1.16 NUMERALS

List the following numerals:

1	_____	1	_____
2	_____	2	_____
3	_____	3	_____
4	_____	4	_____
5	_____	5	_____
6	_____	6	_____
7	_____	7	_____
8	_____	8	_____
9	_____	9	_____
10	_____	10	_____
11	_____	11	_____
12	_____	12	_____
13	_____	13	_____
20	_____	20	_____
100	_____	100	_____
120	_____	120	_____

Distributive numerals

e.g. two by two; two at a time

Adjectival numeral

e.g. the second one; the third one

Adverbial numeral

e.g. the second time; the third time.

1.17 ADJECTIVAL FORMS

big house

bikpela haus _____

very big house

haus i bikpela tumas _____

small house

liklik haus _____

very small house

haus i liklik tumas _____

very good food

gutpela kaikai tru _____

very bad food

kaikai nogut tru _____

fast canoe

kanu i hariap moa _____

slow canoe

kanu i go isi isi _____

1.18 TEXT AND INTERCLAUSAL RELATIONS

Take a short text of 10 to 30 lines. Note the text in phonetic script, or in modified phonetic script, or tentative orthographic rendering, indicating clearly phonetic values of all symbols at top of text.

Translate text interlinearly, and gloss sentence by sentence.

Having looked over the text, attempt to obtain conjunctions such as the following (one English conjunction might broadly correspond to more than one vernacular conjunction):

and _____

so _____

then _____

but _____

Adjectival numeral
e.g. the second one; the third one

Adverbial numeral
e.g. the second time; the third time

1.17 ADJECTIVAL FORMS

big house	_____
big house	_____
very big house	_____
very big house	_____
small house	_____
small house	_____
very small house	_____
very small house	_____
very good food	_____
very good food	_____
very bad food	_____
very bad food	_____
fast canoe	_____
fast canoe	_____
slow canoe	_____
slow canoe	_____

1.18 TEXT AND INTERCULTURAL RELATIONS

Take a short text of 10 to 20 lines. Note the text in phonetic script, or in modified phonetic script, or tentative orthographic rendering, indicating clearly phonetic values of all symbols at top of text.

Translate text interlinearly, and gloss sentence by sentence.

Having looked over the text, attempt to obtain conjunctions such as the following (one English conjunction might broadly correspond to more than one vernacular conjunction):

and	_____
but	_____

if _____ when _____

therefore _____

Note anything you can observe or elicit from the text about the connective functions of motion verbs and locative elements, e.g.

We went and sat down; He is here sitting.

Insert text here.

Note anything you can observe or elicit from the text about the connective function of motion verbs and locative elements, e.g.

We went and sat down; he is now sitting.

Insert text here.

The present word list is a revised and categorized form of the one proposed by Ezard from his research in testing in Austronesian Languages of South-East Papua. (See Bryan Ezard, 1977. "A Basic Word List for Papua New Guinea", Workpapers in P.N.G. Languages, Vol. 21, 45-74, S.I.L., P.N.G.)

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2.1 BODY PARTS

	<u>Vernacular</u>	<u>Comments</u>
1.	(his) hair (of head) gras bilong het bilong em	* [1] not 'body hair'
2.	(his) head het bilong em	* [2]
3.	(his) mouth (opening) maus bilong em	* [3] not 'lips' or teeth'
4.	(his) nose nus bilong em	* [4]
5.	(his) eye ai bilong em	* [5] cross-check with 'egg' (# 34)
6.	(his) neck nek bilong em	* [6] throat, not 'nape'
7.	(his) belly (exterior) bel bilong em	* [7] not interior 'stomach'
8.	(his) skin skin bilong em	* [8] not 'bark of tree'
9.	(his) ear (exterior) ia bilong em	* [26]
10.	(his) tongue tang bilong em	* [27]
11.	(his) tooth tit bilong em	* [28]

* on original Swadesh Word-list

[] Number in S.I.L. Word-list.

11	elf pilong an	_____	* [36]	
12	(his) mouth	_____		
13	fang pilong an	_____	* [37]	
14	(his) tongue	_____		
15	in pilong an	_____	* [38]	
16	(his) ear (exterior)	_____		
17	skin pilong an	_____	* [39]	not 'back of tree'
18	(his) skin	_____	* [40]	not interior 'stomach'
19	bel pilong an	_____		
20	(his) belly (exterior)	_____	* [41]	
21	not pilong an	_____	* [42]	throat, not 'stomach'
22	(his) neck	_____		
23	at pilong an	_____	* [43]	(w. 2d) cross-check with 'egg'
24	(his) eye	_____		
25	his pilong an	_____	* [44]	
26	(his) nose	_____		
27	meat pilong an	_____	* [45]	not 'lips, or teeth'
28	(his) mouth (opening)	_____		
29	not pilong an	_____	* [46]	
30	(his) head	_____		
31	grass pilong not pilong an	_____	* [47]	not 'body hair'
32	(his) hair (of head)	_____		

Verbs

Comments

12. (her) breast (female) _____ * [29] not 'nipple'
 susu bilong em (meri)
13. hand _____ * [30] usually includes 'arm';
 han cross-check with 'wing'
 (# 19)
14. back (small of back) _____ * [51]
 baksait
15. leg (lower _____ * [57] usually includes 'foot'
 lek
16. liver _____ * [59] omit if unable to
 lewa elicit reliably
17. bone _____ * [60] avoid specific bone
 bun names
18. blood _____ * [61] cross-check with
 blut 'red' (# 106)
19. wing _____ * [64] cross-check with 'hand'
 pul bilong pisin/han bilong pisin (# 13)
20. fingernail _____ replaces (65) 'claw'
 kapa bilong pinga
21. tail (of dog) _____ * [66]
 tel (bilong dok)
22. (his) shoulder _____ * [52]
 sol bilong em
23. (his) forehead _____ [53] avoid 'face'
 poret bilong em

22	lower pili on (pls) foreleg		[22]	avoid face,
23	2nd pili on (pls) shoulder		[23]	
24	tail (of 40g)		[24]	
25	1st pili on finger			replaces (22) 'claw,
26	1st pili on finger			(+ 13)
27	1st pili on finger		[27]	cross-check with 'hand,
28	1st pili on finger		[28]	'hand, (+ 100)
29	1st pili on finger		[29]	cross-check with
30	1st pili on finger		[30]	avoid specific pore
31	1st pili on finger		[31]	elastic reliably
32	1st pili on finger		[32]	omit if unable to
33	1st pili on finger		[33]	usually includes 'foot,
34	1st pili on finger		[34]	
35	1st pili on finger		[35]	(+ 10)
36	1st pili on finger		[36]	cross-check with 'wing,
37	1st pili on finger		[37]	usually includes 'arm,
38	1st pili on finger		[38]	not 'uphole,

2.2 FOOD

	<u>Vernacular</u>	<u>Comments</u>
24.	banana banana	[89] avoid specific varieties
25.	taro taro	[86] domestic, not giant taro
26.	sugar cane suga	[87]
27.	yam yam	[88]
28.	sweet potato kaukau	[90]
29.	coconut kokonas	palm and nut
30.	betelnut buai	technically, areca nut
31.	lime kambang	for chewing betelnut
32.	mango mango	
33.	sago saksak	for eating, in contrast to the palm, see # 86
34.	egg kiau	[43] cross-check with 'eye' (# 5)

14. Kian
 15. eeg
 16. seiksap
 17. sago
 18. mungo
 19. sago
 20. kambata
 21. lime
 22. peas
 23. pectinut
 24. polyomas
 25. coconut
 26. kumutan
 27. sweet potato
 28. kasu
 29. kasu
 30. sago
 31. sugar cane
 32. lalo
 33. lalo
 34. banana
 35. banana

5.5 BOOD

Notes

[42] (+ 2) cross-check with 'ave.
 to the palm, see 9 80
 for eating, in contrast
 for chewing pectinut
 technically, areas not
 palm and nut
 [30]
 [88]
 [85]
 [80] domestic, not plant
 [80] avoid specific varieties
Comments

2.3 LIVING CREATURES

	<u>Vernacular</u>	<u>Comments</u>
35.	bird pisin	* [12]
36.	dog dok	* [13] may be same as bird (# 13)
37.	louse laus	* [48]
38.	pig pik	* [78] domestic, if distinct from wild
39.	cassowary muruk	* [79] some areas have no generic term
40.	rat rat	[82] small house variety
41.	snake snek	[84] make sure generic term is elicited
42.	fish pis	* [85] in many mountain areas no generic term is available
43.	frog rokrok	* [83] elicit generic term
44.	eel (salt water variety) maleo	
45.	turtle (sea turtle) trausel/torosel	

46. crab (small beach crab) _____
 katu/kuka
47. crocodile _____
 pukpuk
48. mosquito _____
 natnat
49. meat (flesh of game) _____
 abus/mit
50. fat (animal fat or grease) _____
 gris

* [41]
 * [42]

2.4 HUMAN

Vernacular

51. man (adult male) _____
 man
52. woman _____
 meri
53. (his) father _____
 papa bilong em
54. (his) mother _____
 mama bilong em
55. (his) sister (for a male) _____
 susa bilong em
56. brother (older) _____
 bikbrada/brada
57. (his) name _____
 nem bilong em

* [10] avoid the word
 'person'

* [11]

* [73]

* [74]

[76]

[75] of a male

[77]

27	new pillow as (his) name	_____	[3v]	
28	phosphate/phosphate phosphate (older)	_____	[3v]	of a wife
29	new pillow as (his) sister (for a wife)	_____	[3v]	
30	new pillow as (his) mother	_____	[3v]	
31	new pillow as (his) father	_____	[3v]	
32	new woman	_____	[3v]	
33	new man (adult male)	_____	[3v]	husband, wife, the wife
<u>Consonants</u>				
34	HUMAN			
35	fat fat (animal fat or grease)	_____	[4v]	
36	spine/spine meat (flesh of bone)	_____	[4v]	
37	meat meat	_____		
38	meat meat	_____		
39	meat meat	_____		
40	meat meat	_____		

2.5 INTERROGATIVES (may be best elicited in short sentences)

Vernacular

Comments

58. what?
wanem?

* [130] may vary with word classes

59. who?
husat?

* [131]

60. when?
wanem taim?

[132] check if distinction of past and future

61. how?
olsem wanem?

62. why?
bilang wanem?

might not be distinct from 'how'

63. where?
we?

[133] might be suffixed to an existential verb.

5

2.6 NATURE OBJECTS

64. stone (e.g. 2"-3" diameter)
ston

* [20] cross-check with head (#2)

65. tree
diwai

* [38]

66. root (of a tree)
rop bilang diwai

* [39]

67. leaf
lip

* [40] large, not a mass of small leaves together; not a palm frond.

68. seed (for planting)
pikinini

* [104]

distinction
seed (for planting)

* [104]

not a pain from
small leaves together;
large, not a mass of

tip

* [140]

top of long thin
root (of a tree)

* [136]

thin
tree

* [138]

stone (e.g. 3-4" diameter)

* [150]

(45)
cross-check with head

NATURE OBJECTS

wet
spiral

[112]

in existential verb
might be utilized to
from now

long narrow
spine

of sea animal
pool

narrow leaf
spine

[135]

of base and future
check if distinction

intensity
width

* [121]

classical
new with word

width
width

* [130]

Interrogatives

Comments

INTERROGATIVES (may be used elicited in short sentences)

69. earth (as opposed to sky) _____
 graun * [97] not 'soil', i.e. the
 idea of 'land' or 'ground'
70. sand _____
 waisan * [98] not found in all areas
71. mountain _____
 maunten * [99] not found in all areas;
 not 'hill' or 'island'
72. water _____
 wara * [37] cross-check with 'river'
 (# 74), 'rain' (# 83),
 'wet' (# 117)
73. ocean _____
 solwara may be same as 'wave',
 'salt'
74. river _____
 wara/riva cross-check with 'water'
 (# 72); alternatively,
 'spring'
75. beach _____
 nambis
76. coral, reef _____
 rip
77. island _____
 atlan
78. swamp _____
 ples i gat wara
79. sun _____
 san * [32]
80. moon _____
 mun * [33]
81. star _____
 sta * [34]

79	sea	_____
80	water	_____
81	moon	_____
82	sea	_____
83	sea	_____
84	pieces of but water	_____
85	small	_____
86	island	_____
87	island	_____
88	island	_____
89	island	_____
90	island	_____
91	island	_____
92	island	_____
93	island	_____
94	island	_____
95	island	_____
96	island	_____
97	island	_____
98	island	_____
99	island	_____
100	island	_____

[34] _____
 [35] _____
 [36] _____
 [37] _____
 [38] _____
 [39] _____
 [40] _____
 [41] _____
 [42] _____
 [43] _____
 [44] _____
 [45] _____
 [46] _____
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 [86] _____
 [87] _____
 [88] _____
 [89] _____
 [90] _____
 [91] _____
 [92] _____
 [93] _____
 [94] _____
 [95] _____
 [96] _____
 [97] _____
 [98] _____
 [99] _____
 [100] _____

82.	cloud (in the sky) klaut	_____		avoid 'fog' or 'mist' c.f. Tok Pisin 'skai' = English 'cloud'
83.	rain ren	_____		cross-check with 'water'
84.	wind win	_____	[100]	avoid specific names
85.	night nait	_____	* [108]	avoid 'twilight', 'mid- night', 'black'
86.	sago palm (lip bilong) saksak/morota	_____		for thatching
87.	nipa palm (lip bilong) wail saksak	_____		as distinct from the larger sago palm
2.7	VILLAGE OBJECTS			
		<u>Vernacular</u>		<u>Comments</u>
88.	path (track, trail) rot	_____	* [19]	not a large constructed road
89.	fire paia	_____	* [23]	
90.	smoke smok	_____	* [24]	
91.	ashes (white/grey ash) sit bilong paia	_____	* [25]	not 'charcoal'
92.	house haus	_____	* [96]	may only be specific terms available

83: pants

* [80]

terms available

81: sif. pifong hair

* [35]

not 'character',

80: smoke

* [34]

79: hair

* [32]

1084

78: back (track, trail)

* [13]

not a judge constructed

Notes

Comments

5.3 VILLAGE OBJECTS

85: (lip pifong) wall

larger, sago built

86: (lip pifong) sago bark

for hatching

87: night

* [102]

avoid 'twilight', 'old'

84: wind

* [100]

avoid specific names

82: rain

avoid 'chance' with 'rain'

81: cloud (in the sky)

- English 'cloud',
s.g. 'for plain', 'rain',
avoid 'fog' or 'mist'

93. garden
gaden
94. canoe
kanu
95. paddle
pul bilong kanu
96. fish-trap
basket bilong kisim pis
97. fish net
umben
98. fishing spear
spia bilong sutim pis
99. basket
basket
100. mat
mat
101. comb
kom
102. grass-skirt
pur pur
103. bamboo
mambu

	unrepa	
107	parton	
105	lunin	
	first-shill	
101	ken	
	comp	
100	net	
	net	
99	packet	
	paper	
98	chip pilong antin nra	
	fishing spear	
97	camp	
	fish net	
96	packet pilong kula nra	
	fish-leaf	
95	but pilong kura	
	baggie	
94	kan	
	canoe	
93	bagu	
	bagu	

2.8 ADJECTIVES

VernacularComments

104	big bikpela	_____	* [21]	test with 'pig' and 'house', avoid word if language has adjective classes C.F. 3.2.7 of grammar list
105.	small liklik	_____	* [22]	not 'short'
106.	red (blood colour) retpela	_____	*	(cross-check with 'blood' (# 18))
107	white (paper colour) waitpela	_____	* [111]	
108.	black (of skin) blakpela/blak	_____	* [112]	
109.	long (spear) longpela	_____	* [118]	not 'big'
110.	short sotpela	_____	* [119]	not 'small'
111.	heavy hevi	_____	* [120]	
112.	cold (water) kol/kolpela	_____	* [122]	
113.	hot (water) hat/hatpela	_____	* [123]	avoid 'boiling water'
114.	good gutpela	_____	* [116]	avoid 'correct', 'straight', 'true'

114. Good
kocbeja

* [116] 'straight', 'fine',
'avoid', 'correct',

112. hot (water)
hot/kutbeja

* [122] 'avoid', 'boiling water',

113. cold (water)
kol/kolbeja

* [123]

111. heavy
hevi

* [130]

110. soft
softbeja

* [119] 'wet', 'small',

109. long (spear)
longbeja

* [118] 'not', 'pig',

108. black (of skin)
blackbeja/diak

* [125]

107. white (paper colour)
whitebeja

* [111]

106. red (blood colour)
redbeja

(# 18)
'cross-check with blood'

105. small
small

* [53] 'not', 'short',

104. pig
pigbeja

* [31]

Verbs

Comments

Grammar list
classes C. 4. 2. 3. 7 of
language has subjective
'noise', 'avoid', 'not', 'it',
'not with pig', and

115.	old (house) lapun/olpela	_____	* [124]	avoid 'rotten', 'broken down', 'used', 'big', 'senior'
116.	new (house) nupela	_____	* [125]	
117.	wet (clothing) lap i gat wara	_____	[135]	cross-check with 'water' (# 72)
118.	full (container) pulap	_____	[137]	
119.	dry (clothing) laplap/kios i drai	_____	[136]	
120.	many planti	_____	[126]	may also mean 'all'

2.9 TRANSITIVE VERBS

		<u>Vernacular</u>	<u>Comments</u>
121.	it bites dok i kaikaim man	_____	* [14] dog bites man
122.	he eats (vegetables) em i kaikaim kaikai	_____	* [44] avoid 'bite', 'chew'
123.	he drinks em i dringim wara	_____	* [148]
124.	he sees (it) em i lukim em	_____	* [46]
125.	he gives (it to him) em i givim em	_____	* [45]

122. em i kivira em
he given (it to him)

* [42]

123. em i lukira em
he sees (it)

* [40]

124. em i dirungira wera
he drinks

* [149]

125. em i palikira palikira
he cuts (vegetables)

* [41] avoid 'rice', 'cheese'

126. qok i palikira man
it bites

* [14] qok bites man

fermenting

Comments

5.3 TRANSITIVE VERBS

127. biwanci
man

[120] may also mean 'all'

128. tablabu/kira i qori
qra. (clothing)

[121]

129. bulab
roll (container)

[122]

130. lab i bat wera
wet (clothing)

[123] avoid, (A 25)
cross-check with

131. unpaia
new (house)

* [124]

132. taban olopa
old (house)

* [125] avoid, rotten, 'broken'
senior,
young, 'new', 'pig',

126. he hits _____ * [157] man hits dog
- man i paitim dok
127. he hears _____ avoid 'know', 'obey',
em i harim _____ 'understand'
128. he weaves (basket) _____
- em i wokim basket
129. he climbs (tree) _____
- em i goap long diwai
130. he paddles (canoe) _____
- em i pulim kannu
131. he fishes _____
- em i lainim/hukim pis

2.10

INTRANSITIVE VERBS

Vernacular

Comments

132. he sits (to be sitting) _____ * [15] not 'the action of
em i sindaun i stap _____ sitting down'
133. he stands (to be standing) _____ * [16] not 'the action of
em i sanap i stap _____ standing up'
134. he comes _____ * [47] avoid 'comes up',
em i kam _____ 'comes down', etc.
135. he sleeps (lying down) _____ * [149] avoid 'recline'
em i slip i stap _____
136. he dies _____ * [151] may be the same as
em i dai (pinis) _____ 'becoming unconscious'

120. em i qai (pinia)
he dies

* [121] becoming incunations,
may be the same as

122. em i aiip i aiip
he sleeps (lying down)

* [140] avoid 'recieve'

124. em i kin
he comes

* [47] 'comes down', etc.
avoid 'comes up',

123. em i sanap i aiip
he stands (to be standing)

* [10] not 'the action of
standing up',

125. em i aiipam i aiip
he sits (to be sitting)

* [12] not 'the action of
sitting down',

Nominalizer

Comments

5.10 INTERPRETATIVE VERBS

131. em i isinim/mikin kya
he fishes

130. em i bulim kamm
he paddles (canoe)

129. em i goap long qivai
he climbs (tree)

128. em i wokim pasket
he weaves (basket)

127. em i harim
he hears

126. em i paitim qok
he hits

* [125] man hits dog

'understand',
avoid 'know', 'obey',

137.	he laughs em i lap	[160]	
138.	it burns (is alright) em i paia/em i lait	* [152]	that is - 'the fire is burning'
139.	he falls down (a person) em i pundaun	* [156]	avoid 'falls down like a tree'
140.	he goes em i go	* [177]	this is often the same word as 'walk', which it is intended to replace.

140	em i go he goes	_____	* [117]	replace. it is intended to word as 'weik', which
139	em i lundun he falls down (a person)	_____	* [130]	this is often the name like a tree, would 'falls down
138	em i beta/em i lait it burns (is bright)	_____	* [132]	is burning, that is - the fire
137	em i 130 he laughs	_____	[130]	

3. A STANDARD GRAMMAR OUTLINE

Having elicited the fairly extensive materials in Part I, the fieldworker may wish to begin outlining a grammatical account of the language while the data is still freshly in mind. The standard grammatical outline hereunder is a simple recommended format to assist with this task, and can be amended or extended at will. Elicitation only allows preliminary analysis, so the present suggested format is strongly morphologically based rather than leaning to syntax, which is more appropriately outlined after careful analysis of texts has been done and experimental syntactic procedures have been applied. A full grammatical analysis would require a much fuller and less elicitation-oriented approach than that presented here. Uniform frameworks appropriate to a fuller account can be found in Lingua, Vol. 42, No. 1, June 1977, and in Language Data (Asian-Pacific Series), Number 10, 1975.

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3.1 GRAMMATICAL MORPHEMES

3.1.1 Articles

personal / common / definite

or Noun Markers

3.1.2 Demonstratives

this / that / these / those / which

3.1.3 Limiting Qualifiers

3.1.3.1 General

somewhat / a little / only / even / too

3.1.3.2 Number Markers

some / singular / dual / trial / all

3.1.4 Possession Markers

alienable / attributive

3.1.5 Pronouns (see part 1, section 1)

3.1.5.1 Personals

subject, object, possessive and prepositional forms

1st, 2nd and 3rd persons

2.1.1 Articles

personal / common / definite

or noun markers

2.1.2 Demonstratives

this / that / these / those / which

2.1.3 Limiting Qualifiers

2.1.3.1 General

somewhat / a little / only / even / too

2.1.3.2 Number Markers

some / singular / dual / trial / all

2.1.4 Possession Markers

possessive / attributive

2.1.5 Pronouns (see part 1, section 1)

2.1.5.1 Personals

subject, object, possessive and prepositional forms

1st, 2nd and 3rd persons

inclusive and exclusive distinctions in first person

singular, dual, trial and plural numbers

3.1.5.2 Locative Pronouns

where / here / there / down there / up there

3.1.5.3 Demonstrative Pronouns

here / there / nearer you than me / away from us

3.1.6 Locative and Directional relators

up / down / to / from / at / near / in front of / together

3.1.7 Prepositions

genitive / locative / instrumental / purposive /

benefactive / infinitive

3.1.8 Conjunctions

subordinating / coordinating

3.1.9 Negative Markers

3.1.10 Aspect Markers

Inclusive and exclusive distinctions in first person

Regular, dual, trial and plural numbers

2.1.2.2 Locative Pronouns

where / here / there / down there / up there

2.1.2.3 Demonstrative Pronouns

here / there / nearer you than me / away from us

2.1.3 Locative and Directional Relators

up / down / to / from / at / near / in front of / together

2.1.4 Prepositions

genitive / locative / instrumental / purposive

2.1.5 Demonstrative / Infinitive

2.1.6 Conjunctions

subordinating / coordinating

2.1.7 Negative Markers

2.1.8 Aspect Markers

3.1.11 Tense Markers _____

3.1.12 Polar Interrogative Tag or Marker (i.e. marking yes/no questions)

3.1.13 Numeral Markers _____

3.1.14 Adverbs

3.1.14.1 Limiting _____

3.1.14.2 directional _____

3.2 BASE CLASSES

3.2.1 Common Nouns

simple / expanded, e.g. deverbals / compounds /

proforms such as what

3.2.2 Locative Nouns

in the house (alienable) _____

behind my back (inalienable) _____

3.2.3 Personal Nouns, incl. who

personal names / kinship nouns / personal pronouns

3.2.4 Temporals

later / yesterday / in the morning

3.1.11	Tense Markers	
3.1.12	Polar Interrogative Tag or Marker (i.e. marking yes/no questions)	
3.1.13	Nominal Markers	
3.1.14	Adverbs	
3.1.14.1	Limiting	
3.1.14.2	directional	
3.2	BASE CLASSES	
3.2.1	Common Nouns	
	simple \ expanded, e.g. deverbal \ compounds \	
	profones such as what	
3.2.2	Locative Nouns	
	in the house (alienable)	
	behind my back (inalienable)	
3.2.3	Personal Nouns, incl. <u>who</u>	
	personal names \ kinship nouns \ personal pronouns	
3.2.4	Temporals	
	later \ yesterday \ in the morning	

3.2.5 Locatives

locatives with place names / locative pronouns

3.2.6 Verbs

3.2.6.1 Active intransitive- simple / expanded

transitive- simple / expanded

3.2.6.2 Causative

3.2.6.3 Reciprocal

3.2.7 Adjectives

qualitative / quantifiers (many/all/some) / frequency / manner

3.3 SIMPLE SENTENCES

3.3.1 Complement + Subject e.g. This is a dog.

3.3.2 Subject + Complement e.g. Those houses new.

This house Michael's

3.3.3 Subject + Verbal predicate + Object + Adjuncts

Locatives with place names / Locative pronouns

2.2.3 Verbs

2.2.3.1 Active / Intransitive- / simple / expanded

transitive- / simple / expanded

2.2.3.2 Causative

2.2.3.3 Reciprocal

2.2.4 Adjectives

Qualitative / Quantifiers (many/some) / Frequency / manner

3.1 SIMPLE SENTENCES

3.1.1 Complement + Subject e.g. This is a dog.

3.1.2 Subject + Complement e.g. Those houses are new.

This house Michael's

3.1.3 Subject + Verbal predicate + Object + Adjuncts

- 3.3.4 Sentential modes
- 3.3.4.1 Declarative _____
- 3.3.4.2 Imperative _____
- 3.3.4.3 Interrogative for information _____
- 3.3.4.4 Polar (interrogative yes/no) _____
- 3.3.4.5 Prohibitive _____

3.4 COMPOUND SENTENCES

- 3.4.1 Coordinate _____
- 3.4.2 Quotative
- 3.4.2.1 Direct _____
- 3.4.2.2 Indirect _____
- 3.4.3 Conditional (if, when) _____
- 3.4.4 Purposive (to, for) _____
- 3.4.5 Relative (who, which) _____
- 3.4.6 Reason-result (so) _____
- 3.4.7 Result-reason (because) _____
- 3.4.8 Contrary to expectation (but) _____
-

3.3.4	Sentential modes
3.3.4.1	Declarative
3.3.4.2	Imperative
3.3.4.3	Interrogative for information
3.3.4.4	Polite (interrogative yes/no)
3.3.4.5	Prohibitive
3.4	COMPOUND SENTENCES
3.4.1	Coordinate
3.4.2	Quotative
3.4.2.1	Direct
3.4.2.2	Indirect
3.4.3	Conditional (if, when)
3.4.4	Purposive (so, for)
3.4.5	Relative (who, which)
3.4.6	Reason-result (so)
3.4.7	Result-reason (because)
3.4.8	Contrary to expectation (but)

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